NEW CONCEPTS

The information we will now cover needs to be referred to in real terms, that is in reference to reality not theory. The first step is to establish that mathematical concept and mathematical actuality, will in many cases provide two different solutions to the same equation.

This presents us with the problem of having two different solutions to an identical mathematical equation. If both solutions can be proved to be true then we need to add more parameters and define the method in which we derived these solutions.

The best way to describe these two conditions would be in terms of mathematical concept and mathematical actuality. An example of these two forms would be.

$$1 + 1 = 2 \qquad\qquad 1 + 1 = 1$$

Figure 1.

Both of the equations in figure 1. lack the necessary definition required to conclude the correct solution since either one may be correct within its own term of reference.

In actual fact we are making a lot of assumptions when we conclude both our solutions. Both mathematical procedures need to be defined in terms of their own individual reference.

In the equation $1 + 1 = 2$ we are using the mathematical concept of procession, i.e. 1 2 3 4 5 6 7 8 9 etc. It is this assumption of procession that leads us to conclude the solution of two.

Whilst a system of procession is a good basis for understanding it is not the only possibility since $1 + 1 = 1$ is a mathematical actuality. We need to examine how both equations apply to a real event in order to widen their parameters so they can be used as a base for better understanding.

In the widely taught equation of $1 + 1 = 2$ we also use the concept of association as an extra parameter for determining a solution in a real event.

For a mathematical equation to be of any practical use it must be linked to association of a real event. An example of how we use the concept of association would be one object plus one object equals two objects.

We can define our equation even further by being more accurate about our objects. If our objects were magnets we would have :

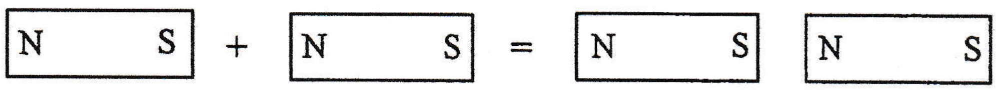

Figure 2.

In figure 2. by using the concept of procession and defined association we now have an equation that is measurable in real terms.

Also in the above case we have a situation where mathematical concept is in agreement with mathematical actuality. This means the actual solution is the same as the concept solution. We have already stated that the concept of procession does not always work in a real event which brings us back to $1 + 1 = 1$.

To further advance the parameters of this equation we need to place it into a real event situation and observe the outcome. The selection of magnets in figure 2. to further define our objects were not a random choice since a magnet is surrounded by an easily measurable field. It is these fields we will be observing in our next real event.

In figure 3. below we can observe and measure the outcome of combining two fields being that of two permanent magnets which are placed together. Where as in figure 4. we can observe and measure an entirely different outcome using the same magnets but combining them in a different method.

An important observation in the figure 4. event is that should you try to push the two magnets closer together the effect would be a flattening out of the fields, but the fields will not combine as in figure 3. .

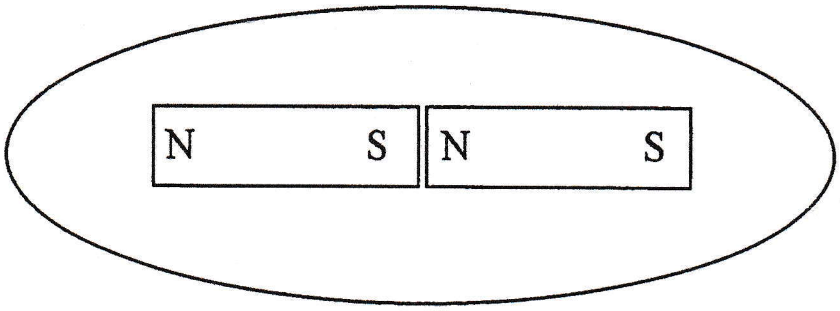

Figure 3.

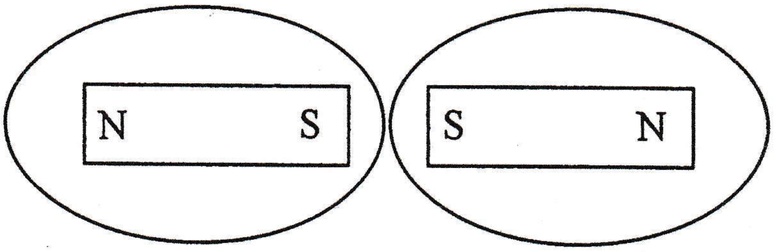

Figure 4.

In figure 3. the method used to combine the fields produces the outcome of having a single combined field, where as the method used in figure 4. produces the outcome of two separate fields even though they are in physical contact with each other.

It could be said that figure 3. represents the equation $1 + 1 = 1$ whilst figure 4. represents the equation $1 + 1 = 2$.